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ABSTRACT

An introductory overview of community college finance provides an outline of current funding patterns, sources of income, resource development efforts, current financial problems, and proposed solutions. The annotated bibliography that follows contains 27 references drawn from both published and unpublished sources including the journal literature, published books, and ERIC documents. The bibliography is divided into six sections: Comprehensive Sources, Financial Planning, Expenditure Per Student, State and Federal Support, Grants Support, and Community Resources. (BB)

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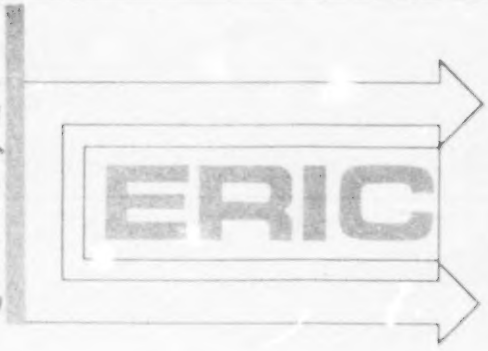

CLEARINGHOUSE FOR JUNIOR COLLEGES

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ABOUT COMMUNITY COLLEGE FINANCE

A Brief highlighting important literature since 1973 about finance in the community college.

JC 770 373

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Financing community colleges in a period of static or declining enrollment complicated by inadequate funds has become a major concern of educators. From documents in the ERIC Clearinghouse for Junior Colleges and the published literature there is ample evidence of this concern. In this Brief is an outline of the current situation and resumes of selected documents.

Current Patterns of Financing

Current patterns of financing community colleges are:

1. negotiated budget funding
2. unit rate formula funding
3. minimum foundation funding
4. cost-based program funding

Funding formulas often take into consideration size of the college, differential program costs, including occupational and developmental programs, comparative wealth of the college district as measured by assessed valuation of property.

Sources of Income

Sources of income are state subventions, tuition and fees, property taxes, federal grants and miscellaneous (gifts, profits from student store, athletic events, sale of instructional materials).

State funding is becoming more prevalent than state-local funding.

State supported community colleges receive little or no income from the property tax.

The trend for locally-supported colleges is toward a 50/50 division of responsibility between the state and local districts.

Tuition and/or fees are increasing in nearly all colleges. Tuition and fees average about 20 percent of the budget. They have become an important source of income for most community colleges.

Federal support is distributed by many agencies as grants for occupational programs, student aid and special projects. Appropriations for occupational programs and for student aid have the highest priorities.

Resources

Resource development programs to obtain outside financial support (private and federal) are increasing. These programs are widespread and about half have a full-time person in charge.

Resources (Cont.)

Resource development programs are particularly adapted to supplement state and local funds in financing non-credit community services and community education activities.

Grantsmanship or the art of writing grants is growing apace with the resource development movement. Aids are available through reports and bibliographies, guides, seminars, etc.

Financing adult education is receiving greater attention as participation of adults increases.

Problems

States often reduce support by lowering enrollment projections, by imposing enrollment limitations, or by direct budget cuts.

Funding formulas based on current fiscal year enrollment have a detrimental effect on colleges with decreasing enrollments.

Adequate funding and opportunities for optimum resource utilization, clarification of roles, interrelationships of local sponsors, local trustees and the state, accountability in program areas are major concerns.

Noncampus colleges, colleges with large outreach programs and rural colleges need different funding patterns.

Federal grants often fail to provide adequate funds for institutional administrative expenses.

Increases in tuition and fees may become a deterrent to the enrollment of low-income people.

Taxpayer resistance to property tax increases continues to be a major problem for locally-supported colleges.

Solutions

New funding patterns and improvement of financial management are urgent to help colleges meet responsibilities of educating the traditional college age and the nontraditional part-time, older, women, disadvantaged students, and to cope with decreasing enrollments and stringent financial conditions.

Among proposed alternative funding models applicable to the total college program or to specific programs are:

1. college allocation formula model, free-market model, planned economy model, mixed economy model;

Solutions (Cont.)

2. a model recognizing economies of scale, program cost differences and operational cost differences between implementing new programs and maintaining existing ones;

3. overall FTE funding rather than course-by-course funding to encourage flexibility, responsiveness to community needs and innovation.

Improvement of management proposals include:

1. staff development for administrators;

2. program planning budgeting system, zero budgeting;

3. management by objectives;

4. effective utilization of physical facilities;

5. control of low enrollment classes;

6. changes in the teaching and learning process.

* Complete copies of the titles with asterisks may be purchased from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. The microfiche price for each title cited here is $0.83. Hard copy (xerox reproduction) prices are: 1-25 pages, $1.67; 26-50, $2.06; 51-75, $3.50; 76-100, $4.67. For materials having more than 100 pages, add $1.34 for each 25-page increment (or fraction thereof). Postage must be added to all orders.

COMPREHENSIVE SOURCES

Garms, Walter I. Financing Community Colleges. New York, N.Y.: Teachers College Press, Columbia University, 1977. (Available from Teachers College Press, Teachers College, Columbia University, New York, N.Y. 10027 for $7.50.)

This book addresses the issues surrounding the financing of community colleges. The first two chapters deal with the development of American community colleges and the functions and finances of these institutions. Chapter three explores the benefits and disadvantages that would accrue to parties involved in higher education if any of several outlined free-market models for financing community colleges were implemented. Chapter four presents a consideration of community college financing in a planned economy as compared to a free-market operation, then analyzes the effects of several "mixed-economy" models. Chapter five briefly outlines the effects of tuition in public and private colleges, in vocational education, and on students in general. Chapter six presents, explains, and defends nine criteria to be used in evaluating models for financing community colleges. Two alternative models for financing community colleges are offered: one for those states preferring a state system of colleges, and one for those states preferring a system of public colleges in which there is a partnership between localities and states. Appendices related to present and proposed systems of community college financing and a bibliography are included.

Lombardi, John. Managing Finances in Community Colleges. San Francisco, Calif.: Jossey-Bass, 1973. (Available from Jossey-Bass Publishers, 615 Montgomery Street, San Francisco, Ca. 94111 for $8.75.)

The 18 chapters of this book are grouped into three sections. In the first, Causes of Financial Crisis, the change in public education from financial security to crisis is explored as it relates to the public community college. These two chapters are titled External Factors and Internal Practices. The second section, Sources of Revenue, includes observations on future prospects for an increase in revenue from each of five sources. Chapters are: How Colleges Are Financed, Patterns of State Support, Property Taxes, Tuition and Fees, Federal Aid, and Miscellaneous Sources of Income. The third section, Correcting Financial Imbalance, deals with ways in which educators are adjusting to the financial crisis. These chapters are titled: Control of Expenditures, Financial Planning and Responses, Improving Managerial Efficiency, Per Capita Costs, Effective Utilization of Physical Facilities, Controlling Low-Enrollment Classes, Moratorium on New Colleges and Buildings, Increasing Faculty Productivity, Changing the Teaching and Learning Process, and Nontraditional and External Degree Plans. A bibliography is appended.

Wattenbarger, James L., and Starnes, Paul M. Financial Support Patterns for Community Colleges, 1976. Gainesville: Florida University, Institute of Higher Education, 1976. 127pp. (ED 132 994)*

The philosophical underpinning of the purposes of the community college, an examination of the basis for state financial support from a philosophical viewpoint, and an analysis of the ways in which the various states have implemented that philosophy in financial support programs are the central focus of this report. The four current patterns of state funding (negotiated budget funding, unit rate formula funding, minimum foundation funding, cost-based program funding) are described, followed by a review of the 1975-76 state fund allocation formulas and procedures utilized in each state. A three-part process model for community college funding is offered, including a college allocation formula model designed to redress the detrimental effects of currently utilized formulas under conditions of decreasing enrollments. The allocation formula model recognizes economies of scale, program cost differences, and the operational cost differences between implementing new programs and maintaining existing ones. In particular it approximates the downward sloping cost curve. Speculation on the future effects of presently discernable trends comprises the final section of the report. Financial support statistics and definitions of management information system terms for each state are appended.

FINANCIAL PLANNING

Community College Finances, 1975-76. [New Jersey] Trenton: New Jersey State Department of Higher Education, [1976]. 55pp. (ED 118 198)*

This financial report of the New Jersey community colleges is organized around a series of five topics: (1) costs and enrollments; (2) allocation of resources; (3) sources of revenue; (4) enrollment profile and output measures; (5) facilities and capital data. Each of the five sections contains quantitative data from budget projections submitted by the colleges for fiscal year 1975-76 and prior years. State aid to the community colleges actually supports a full-time equivalent (FTE) student count 3 percent below the enrollment projections of the colleges. In 1974-75, in addition, there was a major discrepancy between the high actual enrollments at the colleges (60,257 FTE) and the original projections of the colleges (57,656). Latest estimates of enrollment for 1975-76 are for 66,400 FTE. However, because of state imposed FTE limitations, and elimination of the conventional state reimbursement mechanism for overenrollments, the colleges will only receive state funding for 53,129 FTE. There will be, however, a marked increase in other sources of funds, including federal, county, industry, and private. The increased enrollment appears to be part of a general pattern of overall growth in college attendance as an alternative to employment because of a scarcity of jobs. Detailed financial data are tabulated and appended.

Listou, Robert E. Financial Management in Higher Education: An Approach to Improvement. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 3. Washington, D.C.: McManis Associates, Inc., [1976]. 32pp. (ED 133 022)*

Defining financial management as the provision of financial data for, and the use of that data in, the planning, management, and evaluation functions of an institution, this document suggests an approach to improvement in the provision of financial data. A series of five cost sheets are presented which allow for cost calculations at differing levels of intra-institutional aggregation, each drawing upon the preceding sheets to process financial data into new information. An Instructor Cost Sheet enables calculation of cost per student contact hour. A Course Cost Sheet provides total cost, average cost per student, and average cost per student contact hour. A Discipline Cost Sheet provides total cost and average cost per student contact hour. A Division Cost Sheet calculates instructional costs, division indirect costs, and average division indirect cost per student contact hour. A Curriculum Program Cost Sheet yields average cost per student. Use of the forms does not require rearrangement of existing accounting systems; rather, they allow persons outside of financial administration to collect, aggregate, and rearrange financial data and to apply it to the problems of concern to the decision maker.

Lyden, Fremont James. "The Budget Cycle as a Basis for Decision Making in Higher Education." Planning for Higher Education, 4 (5): 29-33; October 1975.

As higher education institutions shift from a growth orientation to one of redistributing existing resources, budgeting can play a major innovative role. The author isolates a number of roles in the budgetary process, shows how these roles interact, and suggests how a budget can be redesigned.

Report for Public Community Colleges, 1974-75. Tallahassee: Florida State Department of Education, Division of Community Junior Colleges, 1976. 98pp. (ED 121 383)*

This report is intended to provide information with which to answer those questions about Florida's community colleges most frequently asked by members of the legislature, state agencies, external agencies, citizens, administrators, faculty members, and students. Introductory sections describe the history, goals and philosophy, and organization of the Florida public community college system. In addition, material on financial support, articulation, and legislative regulations on the establishment of occupational, vocational, and general adult education programs is presented. Appended are 23 tables of data which make up the bulk of the document. These include: opening and end of term headcount enrollment by class, program, and first-time or transfer status; annual FTE (full-time equivalent) enrollment by term and discipline;

degrees and other awards; annual salaries for instructional, administrative, and other personnel; revenues and expenditures for the General and Restricted Current Funds; full cost summary per FTE; and direct cost of instruction per FTE by program. Because of its unusual balance of local control with state coordination and support, the Florida community college master plan has been a national model for long-range planning and the orderly development of a statewide system of community colleges.

State University Trustee Committee on the Special Problems of the Community Colleges. Final Report. Albany: State University of New York, Board of Trustees, 1976. 57pp. (ED 134 244)*

This report reviews the major problems facing New York community colleges and presents the recommendations of a Committee of the State University of New York Board of Trustees. The nature and range of problems were clustered in three areas: provision of adequate funding and opportunities for optimum resource utilization; clarification of the roles and interrelationships of local sponsors, local trustees, and the state; and accountability in programmatic areas. In light of the fiscal exigiencies faced by the state and of the needs of the community colleges, the Committee recommended: (1) that programmatic funding recognizing differential program costs be adopted to provide equitable resource allocation and improved management planning; (2) that guidelines for program approval and retention be developed and implemented; (3) that Educational Opportunity Programs be reaffirmed and strengthened; (4) that no new regulations governing terms of service for local trustees be adopted; (5) that guidelines for community college presidential search committees be established; (6) that a management information system for collective bargaining be developed; (7) that an equitable tuition policy for part-time students be established; and (8) that regional admissions policies for high demand restricted-access programs be considered. State support formulas, a draft mission statement, guidelines for the presidential search process, and community college statistical data are appended.

EXPENDITURE PER STUDENT

McIntyre, Catherine E., and Wales, Christy A. Evaluation of a Non-Traditional College: Costs and Effectiveness. Seattle: Washington State Board for Community College Education, 1976. 76pp. (ED 131 881)*

This document compares the operating effectiveness and costs associated with Whatcom Community College (WCC), a non-campus educational system, to estimated alternative costs of a traditional campus operation for WCC. Comparative data were obtained by using three other colleges as proxy institutions for a hypothetical campus-based WCC. Among the findings of the evaluation were: (1) WCC without a campus performed at least as well as a WCC with a campus in meeting the majority of its

operating goals; (2) WCC without a campus did no better than its counterpart at assessing and meeting the needs of target groups; (3) educational services were adequately provided without a campus; (4) WCC without a campus spent 10% less per student and 6% less per course; and (5) one-third less in instructional costs per student was spent in the non-campus operation. Overall, WCC without a campus appeared to be doing at least as well as the average performance of other campus-based colleges. Appended are three WCC documents entitled: (1) WCC Looks at First Six Years; (2) Internal Mandates; and (3) How a College Without a Campus Plans to House its Services. Also appended are tabular data used in the study.

Mundt, John C. Statement [on Community College Finance in Washington]. Olympia: Washington State Board for Community College Education, 1976. 10pp. (ED 122 875)*

While enrollment in Washington's 27 community colleges has risen from 74,363 in 1967 to nearly 160,000 in 1976, and full-time equivalent (FTE) enrollment has grown 113 percent to 90,000, legislative funding of the community college system has not kept pace with increases in enrollment. In 1969-70, the community colleges received $1,093 in state and local funds for each FTE. Adjusting for inflation and the recent 75 percent enrollment increase in more expensive vocational programs, $1,686 per FTE was required in 1976, while only $1,356 was received. Further, Washington's funding level per student was $209 below the average of 14 other states. Three charts illustrating community college enrollment and funding problems in Washington are appended.

Race, Harry C. The Development of a Model to Demonstrate the Effect of Changing Enrollment on the Cost Per Student Enrolled in Selected Courses and Colleges in the Virginia Community College System. Doctoral dissertation, Virginia Polytechnic Institute and State University, 1974. (Available from University Microfilms, P.O. Box 1764, Ann Arbor, Mich. 48106 for $11.00, Order No. 74-23,825.)

This study was designed to develop and test a model which can be used to determine the operating costs by subject area for colleges in the Virginia Community College System. The model provides a graphic analysis of the cost of offering a subject and the income derived as enrollment in each section of the course is varied. By projecting the enrollment to any number of students desired, it is possible to make evaluations and comparisons of operating costs that could not be determined by other methods. The model may be used for intra-institutional or inter-institutional studies.

Report of Public Junior Colleges, FY74. Jefferson City: Missouri State Department of Higher Education, [1974]. 37pp. (ED 134 249)*

Brief narrative descriptions of the development of Missouri community colleges and the purposes and goals of the Missouri Department of Higher Education introduce the 17 tables of data pertinent to various aspects of Missouri junior colleges which make up the bulk of this report. An aggregate statement of income, expenditures, and physical assets of state junior colleges is presented, followed by tables reporting individual college and cumulative data. These cover assessed valuations of community college districts, operating and debt service levies from 1971 through 1974, estimated full-time equivalent (FTE) per capita operating costs and tuition and fees for the 1974-75 academic year, state aid, headcount and FTE enrollment from 1966 through 1974, total semester hours taken in academic years 1972-73 and 1973-74, total graduates during 1973-74, summer school enrollments from 1963 through 1974, categories of semester hours generated in 1973-74, headcount enrollment by program area during fall 1973, student information for fall 1973 and fall 1974, sources of revenues and unrestricted expenditures from fiscal year 1971 through fiscal year 1974, actual and projected FTE enrollments from 1970-71 through 1977-78, and actual and projected per capita costs from 1970-71 through 1977-78.

STATE AND FEDERAL SUPPORT

Douthit, Nathan C. The Future of Adult Education in Oregon Community Colleges. Coos Bay: Southwestern Oregon Community College, [1976]. 41pp. (ED 129 357)*

The central topic of this paper is the financing of adult education in Oregon. Participation by adults in postsecondary education has increased in recent years and will continue to increase as the result of demographic trends, labor market requirements, and personal desires for life enrichment. Oregon has made a significant commitment to adult education, but short range fiscal considerations threaten a reduction in adult education offerings in community colleges. Although Oregon has a distinctive postsecondary education record, it lags behind other states in its per-student appropriation of state and local taxes for higher education. Studies indicate that adults desire vocationally related courses, and, although costly, these can be financed if the state encourages community colleges to offer those educational services not available elsewhere. State control of overall FTE (full-time equivalent) funding of community colleges rather than course-by-course reimbursement approval is the best financing system; it allows the community colleges to retain their flexibility, responsiveness to community needs, and innovative ability. Overall funding limits should be set by the state, but individual community colleges should be able to expend funds according to the needs identified in their individual communities.

Federal Categorical Aid Programs, Fiscal Year 1976. Washington, D.C.: National Council for Resource Development, 1976. 46pp. (ED 132 986)*

The National Council for Resource Development's Task Force on Federal Categorical Funding has investigated and reported the involvement of community colleges in various federal programs. The information in this report, covering sixty-seven federally funded programs, can be used by community college resource development officers in decision-making, in terms of quickly determining the dollars appropriated for a particular program, the dollars obtained by community colleges compared to total dollars appropriated, and comparing the number of awards obtained by community colleges to the number of total awards. As is shown in this document, community colleges are obtaining funding in a variety of programs within agencies and offices other than Health, Education, and Welfare's Office of Education.

"Federal Funds." American-Education, 11 (6): 32-39; July 1975.

Article provided a guide to those Educational programs funded and administered by the Federal Government. Listed were the type of assistance, authorizing Legislation purpose, amount of appropriation, who may apply, and where to apply.

Lombardi, John (Ed.) "Meeting the Financial Crisis." New Directions for Community Colleges, 1 (2), Summer 1973. (Available from Jossey-Bass Publishers, 615 Montgomery Street, San Francisco, Ca. 94111 for $5.00.)

From the early 1960's to about 1970, the hunt for revenue absorbed most of community college educators' energies and ingenuity. Today, while they continue to search for new sources, educators are looking at the other side of the balance sheet--namely, better utilization of resources through improved management and cost effectiveness. This sourcebook includes discussions of the shift from local to state financing; the various kinds of tax support structures; participatory planning and management; cost effectiveness of the noncampus community college system in Vermont; the costs of audio-tutorial laboratories and large-group instruction compared to those of traditional teaching methods; tuition; methods used to raise and distribute student aid funds; ways public colleges can appeal to private sources; methods of financing private colleges; federal appropriations and agencies designed to support higher education; and the impact of these and other factors on community college financing in the 1970's. A review of additional pertinent literature and a bibliography are also provided. Contributors include: James L. Wattenbarger, W. N. Holcombe, S. L. Myrick, C. R. Paulson, Mary Jane Calais, Charles A. Parker, Dan Vecchitto, Richard W. Brightman, Suzan Schafer, Jacob D. Zucker, Major L. Harris, Fern D. Stout, Richard M. Witter, John Morrow, Leslie Purdy, and John Lombardi.

McCain, J. Charles. Resource Development Programs in Two-Year Colleges: A National Survey. A Report to the National Council for Resource Development. Washington, D.C.: National Council for Resource Development, 1975. 8pp. (ED 133 030)*

A national survey of more than 1,100 two-year colleges was conducted to determine current trends in obtaining outside financial support. Areas focused on were financial resource development methods, staff organization and administrative support for development, and resource development efforts. A response rate of 73% was achieved. Results indicated: (1) 64.1% of the two-year colleges were engaged in some form of resource development; (2) approximately half of the colleges did not devote a full-time position to the development effort; (3) private schools utilized more personnel in development than did public schools; (4) nearly one-third of the colleges with development programs received endowments; (5) multi-campus colleges emphasized development more than single-campus colleges; (6) alumni programs were in the greatest need of development/improvement; and (7) federal grants contributed to public two-year college development more than any other source, while in the private sector, federal grants were surpassed by gifts from individuals, alumni, trustees, and churches.

Morris, William R. Occupational Education. Sacramento: California Community Colleges, Office of the Chancellor, 1976. 31pp. (ED 121 400)*

Although fiscal support for occupational programs in California Community Colleges is provided primarily by state and local district taxes, about ten percent of the total support is provided through federal sources. Federal regulations under the Vocational Education Act (VEA) require the recipients of federal funds to provide consultative, monitoring, and evaluation services. The primary evaluation of community college occupational programs in California is accomplished by project COPES (Community College Occupational Program Evaluation System). In addition, third-party evaluations of programs, services, and fiscal audits are accomplished by specially funded projects. This report presents evaluation findings and conclusions concerning occupational education in California community colleges, organized according to the specific requirements of the VEA. These include: (A) Programs for the Disadvantaged; (B) Vocational Programs; (C) Research; (D) Exemplary Funds; (E) Professional Development; (F) Consumer and Homemaking Education; (G) Cooperative Vocational Education; (H) Work Study Programs.

Report of the Task Force to Implement Senate Bill 1346 on Funding Support for Community College Education in Michigan and Their Mission and Roles and State-Local Relations. Lansing: Michigan State Board for Public Community and Junior Colleges, 1977. 86pp. (ED 134 286)*

This document presents the final recommendations and background papers of a task force empowered by the Michigan legislature to consider the mission and roles of the state community colleges, alternative funding modes, and the responsibilities and interrelationships of the

state and local governing boards. Following an overview of recommendations and summaries of the reports of subcommittees in the three areas, the bulk of the document consists of a detailed explication of the recommended funding model and the report of the subcommittee on state-local relations, presented in appendices. The funding model is based on a 50/50 division of responsibility between the state and local districts, including that for leisure-time courses, and is a criterion-based model intended to equalize local tax bases and economies of scale. The model is presented in two sections: "The Determination of Gross General Fund Investment Needs" and "A Method for the Allocation of State Funds Based on the Determination Needs Model." Measurement criteria, methodology, formulae, and sample applications of the model are provided. The state and local relations committee report presents an historical perspective, a discussion of areas of concern identified through a survey of community college presidents, an analysis of involvement patterns in the state policy decision-making process, outlines the state/local division of governance responsibility, weighs the advantages and disadvantages of centralized versus autonomous systems of governance, and concludes that the state should remain sensitive to the need for institutional autonomy and that a more democratic, less bureaucratic system of statewide governance is needed. The survey instrument and definitions of terms are included.

Sharron, W. Harvey, Jr., and Gross, Edmund K. External Funding for Community Colleges: An Annotated Bibliography. Washington, D.C.: National Council for Resource Development, 1974. 15pp. (ED 101 804)*

This annotated bibliography assists the professional educator in developing and exploring sources of external funding for their institutions. The newsletters, publications, and documents listed provide information regarding program eligibility, guidelines, and other information necessary for researching potential funding sources. The document is intended not only as a tool for planning and procuring financial assistance, but also as a guide in developing a resource library, since one of the major problems facing a person seeking external funding is locating appropriate sources. Materials listed focus on two sources of assistance to community colleges, federal categorical aid and foundations. In many cases, the price of the document and the address where it may be obtained are included.

GRANTS SUPPORT

Ebey, George, and Others. Vocational Education--Part A Grants Evaluation, 1972-1973. Sacramento: California Community Colleges, Division of Occupational Education; California State Department of Education, Vocational Education Services, 1974. 215pp. (ED 121 402) *

This document presents an independent evaluation study of the 87 grants awarded in fiscal year 1972-73 by the California State Department of Education and the Chancellor's Office of the California Community Colleges,

under the Vocational Education Amendments of 1968. It describes the context of the projects which were awarded grants, including the range of organizational characteristics and geographic settings; categorizes the range of treatments provided during the projects; describes the student beneficiaries of the projects, including age, sex, vocational program, ethnic group, and criteria which qualified individuals as disadvantaged; determines the extent to which project objectives were accomplished; analyzes the validity of project objectives in terms of legal intent and organizational need; and determines local perception of the effectiveness of the state administration of the project funds. A total of $1,881,290 was distributed altogether, of which community college districts received $948,800, unified and high school districts received $821,090, and county offices of education received $111,400. Brief summaries of the evaluations of all 87 projects are appended.

Goldstein, Harris K., and Others. Institute on Writing Grants. New Orleans, La.: Delgado College, 1973. 103pp. (ED 111 477)*

The proceedings of this institute cover sources for grant proposal ideas, grant proposal writing procedures, the content of a grant request, procedures of granting agencies, and problems in carrying out granted projects, including report writing. The relationship of the granting agency to the grant recipient is viewed throughout as a partnership, rather than an adversary connection. Types of grants include: planning, research, training, demonstration, equipment, facilities, and program development and/or expansion. Federal funding agencies are listed in material published by the Government Printing Office; private agencies, in the Taft Information System. For a grant proposal to be funded, it must be feasible, specific, have a competent and experienced research director or principal investigator, and fit the funding agency's policies. These proceedings discuss budgeting, the handling of grant money, and the hiring of personnel, focusing on probable problem areas. Examples are cited from the experience of the institutional research team at Delgado Junior College (Louisiana). References to printed matter and studies which might help in writing grant proposals or in carrying out granted projects are given throughout.

Resource Papers No. 4-12. Washington, D.C.: National Council for Resource Development, 1976. 62pp. (ED 134 277)*

This document compiles nine papers issued by the National Council for Resource Development. Papers include: (1) "How to Be Successful at Grantsmanship--Guidelines for Proposal Writing--Foundation Proposals"; (2) "A Federal Glossary" (acronyms); (3) "Special Projects" (a working model for an institutional development office); (4) "The Role of the Professional Educator as the College Development Officer"; (5) "A Profile of Federal Programs Administrators in Multi-Unit Community Colleges"; (6) "The Small College and Federal Funding"; (7) "Government Relations in Community and Junior Colleges: Some Perspectives"; (8) "Higher Education in the Age of the Economist and Consumer"; and

(9) "Indirect Costs: An Introduction for the Community College Development Officer." Contributors include W. Harvey Sharron, Lowell Cook and Jack Orcutt, Sanford Schneider, James L. Wattenbarger, Anthony D. Calabro, Bonny Franke, Robert J. Leo, Carmelo L. Battaglia, and Judson H. Flower.

Rude, John C. Grants Policy. Salem, Ore.: Chemeketa Community College, 1975. 21pp. (ED 121 375)*

External funding can provide a valuable means of enabling an institution to augment the growth and quality of its regular program. Because the institutional benefits of special projects can be maintained only through a reasonable degree of central administration and control, Chemeketa Community College has developed this guidebook of procedures to be followed by personnel applying for or receiving externally funded grants. This guidebook covers the origination of ideas, the identification of funding sources, the development of a prospectus to be submitted to the Chemeketa Project Development Coordinator for preliminary approval, the review of college priorities, the development of a full-scale proposal, submission of this proposal to funding sources, approval or disapproval procedures, project monitoring, and project closure. The roles of all college personnel involved in the application procedure are carefully delineated, and a list of possible funding sources is appended.

COMMUNITY RESOURCES

Alfred, Richard L. Community Intervention in the Community College. Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges, Seattle, Washington, April 13-16, 1975. 21pp. (ED 112 994)*

Previous and present relationships between colleges and their communities are examined to determine the various forms of intervention, both social and economic, that will shape this relationship in the future. Four forms of community intervention are identified. (1) By its participation in college programs and services, the community is the primary determinant of institutional success. (2) Two-year colleges must rely on local and state support for their operating revenues. (3) College development can be influenced through community support on key financial issues. (4) College resources, staffing, and facilities depend on community-initiated legislation. These identifications lead to a series of recommendations that will need to be implemented if the challenge of community-based education is to be met successfully. (1) There must be an expansion of community involvement in the institutional decision making process. (2) Research and planning techniques must be applied to the assessment of community need for nontraditional programs. (3) Community-based pilot programs should be started in

carefully selected off-campus locations. (4) Participative systems of management should be implemented in community learning centers. (5) Authority for control over decision making and policy making in the learning centers should be vested in the community.

Clampitt, Joyce (Ed.) New Responses to New Problems Facing the Rural Community College. Proceedings of [the] Annual Workshop, Southeastern Community College Leadership Program (16th, Tallahassee, Florida, March 12-14, 1975). Tallahassee: Florida State University, Center for State and Regional Leadership. 1975. 130pp. (ED 110 134)*

Rural colleges have problems specific to their environment, such as transportation over great distances, a low tax base, "provincialism" and conservatism, and insufficient funding. The general theme of the conference proceedings is the potential role of the rural community college in the improvement of rural life. The addresses are entitled: (1) "New Problems Confronting Rural Institutions," (2) "Strategies for Providing Community Service," (3) "Staff Development for the Rural Community College," (4) "Reflections and Perspectives" (an historical note), (5) "Innovative Approaches to Occupational Programs for the Two-Year Colleges," (6) "Utilization of Forgotten Resources for the the Rural College," (7) "Some Practical and Philosophical Considerations for Utilizing Faculty at the Rural Community," (8) "Extending Funding Bases for the Rural Colleges: State Resources, Federal Resources, Alternative Sources," (9) "Techniques for Fostering Change," (10) "Curriculum Reform in Rural Colleges." Outlines of work sessions dealing with the issues of understaffing, student entry level, the rural stigma, staff commitment to the comprehensive college, staffing patterns, community services, and competing for federal funds, present participant conclusions and recommendations for action on these problems.

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Sharron, W. Harvey, Jr. Funding Sources for Community Services: The State and Local Community. Resource Paper No. 2. Washington, D.C.: National Council for Resource Development, 1974. 7pp. (ED 101 803)*

The community college is uniquely qualified by virtue of its comprehensiveness to serve as a recipient of many funds for programs and services which are relevent to its local needs. This report discusses the local situation, the state level, and the private sector as realistic avenues for funding. Basically, the most viable source for receiving funds from state and local sources is one of bilateral approach: the community college and a local agency or government cooperate in a common goal or activity. Resource sources on the local level include State and Local Fiscal Assistance Act of 1972 monies, City and County Commissions, and regional planning agencies. State aid programs are also noted. The private sector, both on a state and local level, can be an excellent source of funds. In 1972, there were 245 community foundations with assets of over $1 billion in the United States, with business and corporate foundations available in almost every community. Questions the community college should be prepared to answer when pursuing private funds for community service programs are noted. Areas for potential funding and the type of programs supported are listed.